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ABSTRACT

This handbook aids the foreign language teacher in conducting a reappraisal of her/his foreign language program. Section one discusses the formulation of a philosophy of foreign language education and a rationale for including foreign languages in the curriculum. Section two helps the teacher recognize expected student outcomes for particpation in the foreign language program. Section three presents an outline for self-evaluation of the language program. Program evaluation is discussed in the fourth section with the presentation of a checklist for the comparison of language programs. Section five asks the teacher to list resources available within and outside the school environment that may aid the program. In section six, the teacher is to list program needs and recommendations for their remedy. In section seven, the teacher is to list the essential skills students need to succeed in the language program. Section eight suggests that the teacher write a course description suitable for use with students, parents, and counselors. The appendix includes a discussion of standards for foreign language teaching, a checklist for the novice teacher to evaluate her/his skills, and a foreign language opinion poll for students to evaluate the program. (Author/JK)

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CURRICULUM REVIEW HANDBOOK

FOREIGN LANGUAGE

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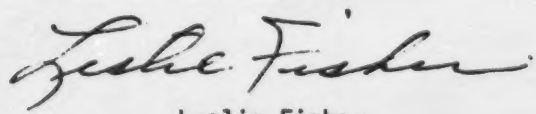
FOREWORD

It is generally agreed that a periodic re-evaluation of a foreign language program or course of study is very beneficial. We hope that this handbook will be of assistance to each of you who use it as a self-inventory and as an assessment of your individual program or courses. The State Department of Education is here to serve and assist you in your teaching endeavor.



Leslie Fisher
State Superintendent of
Public Instruction

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INTRODUCTION

This Curriculum Review Handbook for Foreign Languages includes a variety of sections whose aim is to enable you to do a thorough re-appraisal of your foreign language program. A real attempt has been made so that it is useful to the lone foreign language teacher in the isolated school situation as well as to the large urban school where the foreign language department might be composed of a number of faculty.

Section I helps you to formulate your philosophy of education in general and foreign language education in particular. In addition, you should be able to give a rationale for including foreign languages in the curriculum. Section II will assist you in formulating some overall expected student outcomes for having participated in your foreign languages program, and in Section III you will describe your existing program, list courses and major concepts and skills taught in the program.

Section IV, Program Evaluation, is a major section of the review process. There is an extensive checklist that you can use to see how you stand in relation to the "ideal" program and where you can use improvement. Section V asks you to list all available resources both within your school or school system and outside the school environment which can contribute to your program's success. Section VI, then, gives you the opportunity of listing the needs which you have discovered and the recommendations which you would like to offer to remedy those needs.

Under Section VII you will develop a student essential skills checklist according to course. You will do this in conjunction with skills you have already identified in Section III B 3. This checklist should enable you to see how individual students are progressing in the acquiring of the essential skills of your course. Section VIII will contain brief course descriptions which will summarize the content and/or goals of each course. These should be appropriate for use with students, parents, counselors and others.

In the appendix we have included a number of checklists, thought-provoking items, and statements of ideal programs which may help you in doing this curriculum review.

We hope that this handbook will contribute to the improvement of your program and of the teaching and learning of foreign languages in the schools of Oklahoma.

The Authors and Editors

I

Philosophy and Rationale

I. Philosophy and Rationale

(The following ideas are intended to guide you in your thinking as you develop a philosophy and rationale for your local foreign language program. There are no right or wrong answers, and you are not bound by their exact wording.)

A. What do we believe is the unique nature of our subject matter?

B. What do we believe concerning the students we teach?

C. What do we believe about our responsibilities as educators?

D. What do we believe to be the ultimate purpose of education?

E. Review responses to above questions, then explain why foreign language is included in your school's curriculum.

(Now that you've responded to the above items, you will have a more cohesive statement of philosophy and rationale if you will combine your thoughts into a clear statement for your school).

FOOD FOR THOUGHT:

If you had to change one thing in your field today, what would it be?

II

Expected Student Outcomes

II. Expected Student Outcomes

A. How does your foreign language program provide for:

1. Below average students

2. Average students

3. Above average students

B. How does your foreign language program provide to the student an awareness of his role as a global citizen and make him a more tolerant individual?

C. In what way do students who have completed your foreign language program possess a broader general education than non-language students?

D. Explain how your foreign language program contributes to a greater understanding of English on the part of your students.

E. What outcomes of value will your foreign language program contribute to your students in later life?

FOOD FOR THOUGHT

1. Name at least five things you would especially like your students to get from your foreign language class this year.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

III

Educational Program: Outlines, Concepts, Skills

15

III. Educational Program: Outlines, Concepts, Skills

A. List of all foreign language courses. (For example: Spanish 7, 8; Spanish I, II, etc.; French I, II, etc.)

B. Course explanation

1. Course Outlines:

2. Major concepts by course (cultural, historical, geographical, etc.):

3. Essential skills by course:

   a. Skills unique to foreign language, such as:

      (1) auditory discrimination

      (2) listening discrimination

      (3) correct pronunciation of the language

      (4)

      (5)

      (6)

      (7)

   b. Skills shared with other subjects, such as:

      (1) improved memory skills

      (2) improved reasoning skills

      (3)

      (4)

      (5)

      (6)

      (7)

   c. Practical (or life-long) skills - may be same as above in many cases:

      (1)

      (2)

      (3)

      (4)

      (5)

      (6)

      (7)

FOOD FOR THOUGHT

1. Estimate your level to level enrollment for the past or coming year.

   Level I
   Level II _____% of attrition
   Level III _____% of attrition
   Level IV _____% of attrition

2. Rank in order of importance what you believe to be the reasons for student discontinuance of foreign language study.

   a.

   b.

   c.

   d.

   e.

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IV

Program Evaluation

IV. Program Evaluation

(The following checklist has been adopted from a publication issued by the Ohio Department of Education in 1981).

Introduction

The checklist is organized into seven major categories which represent essential aspects of secondary foreign language programs. While the organization of the program, extent of facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to any school in surveying and assessing its existing program and, in turn, comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The Self-Appraisal Checklist for Foreign Languages in Oklahoma's Secondary Schools contains 109 items. Each item represents a criterion against which your school's program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of school foreign language programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes your school's program.

A 4 rating for an item suggests that the stated attribute of your school's program is very satisfactory; a 3 rating indicates the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement, and 0 indicates that the stated attribute is missing from the program.

A possible score is given for each category and for the total program based upon a 4 rating for each statement. The self-appraisal score is the total of the ratings given by the evaluator and should be compared to the possible score to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between self-appraisal scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to efforts to improve the quality of your secondary foreign language program.

A. Philosophy

Possible Score: 32 points

Self-Appraisal Score: _____ points

Circle appropriate response:

4 Very Satisfactory
3 Satisfactory
2 Borderline
1 Usually missing or needs improvement
0 Unsatisfactory or missing

1. A clear, written statement of the philosophy and principles upon which the foreign language program is based is available to all foreign language staff members and other interested persons.	4	3	2	1	0
2. All foreign language staff members are involved in the development of the philosophy statement.	4	3	2	1	0
3. The foreign language philosophy is consistent with the district and building philosophies.	4	3	2	1	0
4. The foreign language philosophy is consistent with current trends in foreign language education.	4	3	2	1	0
5. The philosophy statement emphasizes humanistic, practical, and personal benefits of language study.	4	3	2	1	0
6. The philosophy statement is reviewed annually and discussed among the members of the foreign language staff.	4	3	2	1	0
7. Students are made aware of the foreign language program philosophy.	4	3	2	1	0
8. Objectives and classroom practices of the foreign language program reflect what is stated in the program philosophy.	4	3	2	1	0

B. Organization and Administration

Possible Score: 64 points

Self-Appraisal Score: _____ points

Circle appropriate response:

4 Very Satisfactory
3 Satisfactory
2 Borderline
1 Usually missing or needs improvement
0 Unsatisfactory or missing

1. Foreign language courses are available to all students.	4	3	2	1	0

2.	Policies governing the counseling of students with regard to foreign language study have been cooperatively developed by guidance counselors and the foreign language staff.	4 3 2 1 0
3.	Guidance counselors are supplied with up-to-date information to help them counsel students regarding the foreign language program, language-related career opportunities, and post-secondary language study.	4 3 2 1 0
4.	Students receive thorough orientation regarding the foreign language program prior to their enrolling in beginning courses.	4 3 2 1 0
5.	Students are encouraged to study a foreign language for a minimum of three years.	4 3 2 1 0
6.	Promotional activities such as language fairs, festivals, assemblies, and career days are organized as a means of encouraging students to elect foreign language study.	4 3 2 1 0
7.	The foreign language program is carefully articulated, with no gaps or redundancies in content or skill learning from one instructional level to the next.	4 3 2 1 0
8.	An individual with a foreign language education background functions as supervisor, coordinator, or department head.	4 3 2 1 0
9.	Separate classes are maintained for each level (year) of foreign language study.	4 3 2 1 0
10.	Classes are scheduled without regard to a minimum number of enrollees.	4 3 2 1 0
11.	To the maximum extent possible, advanced foreign language classes are scheduled so as to avoid conflicts with advanced courses in other subjects.	4 3 2 1 0
12.	Foreign language staff meetings are held regularly and are organized so as to provide both coordination for the program and professional growth opportunities for staff members.	4 3 2 1 0
13.	Accurate records are maintained of enrollment, attrition, achievement, and other indicators regarding the status of the foreign language program.	4 3 2 1 0

14. The school administration supports the foreign language program on a par with other areas of the curriculum. 4 3 2 1 0

15. An annual budget is allocated to the foreign language program. 4 3 2 1 0

16. Above and beyond its general inservice program, the school district provides opportunities and incentives for the professional growth of foreign language teachers. 4 3 2 1 0

C. Class Management and Instruction

Possible Score: 84 points

Self-Appraisal Score: _____ points

Circle appropriate response:

4 Very Satisfactory
3 Satisfactory
2 Borderline
1 Usually missing or needs improvement
0 Unsatisfactory or missing

1. Class size is kept to a minimum, with no more than 25 students in classes where emphasis is on the development of oral communication skills. 4 3 2 1 0

2. Instructional procedures at each level reflect objectives contained in the course of study. 4 3 2 1 0

3. Teachers' lesson plans are based on specific student learning objectives. 4 3 2 1 0

4. Program objectives are clearly explained to the students. 4 3 2 1 0

5. Students are systematically taught effective methods of learning the target language. 4 3 2 1 0

6. Assignments and learning activities are differentiated according to students' individual needs. 4 3 2 1 0

7. Foreign language classes at all levels include whole-class instruction, small-group activities, and individual work in balanced proportion. 4 3 2 1 0

8. Modern language classes are conducted as much as possible. 4 3 2 1 0

9. Each of the four basic language skills (listening comprehension, speaking, reading, and writing) is systematically developed through appropriate classroom activities. 4 3 2 1 0

10.	Oral communication in the target language deals with everyday situations and classroom procedures as well as the content of informational and literary materials that students have read.	4	3	2	1	0
11.	Opportunities for the students to hear different voices and accents are provided through use of such resources as native speakers, audio and visual tapes, foreign language movies, and radio broadcasts.	4	3	2	1	0
12.	A variety of reading material, both informational and literary, is available to teachers and students.	4	3	2	1	0
13.	Emphasis is on the learning of vocabulary in context rather than in isolation.	4	3	2	1	0
14.	Students are encouraged to use the target language in personalized situations through conversation and writing.	4	3	2	1	0
15.	The mastery of specific language structures is facilitated by explanations and generalizations regarding their form and function in the language, accompanied by ample practice of the structures in meaningful contexts.	4	3	2	1	0
16.	Instruction focuses on both "formal culture" (history, literature, art, music) and "deep culture" (contemporary values, attitudes, customs, behavior norms and expectations).	4	3	2	1	0
17.	A variety of audiovisual material, both commercially prepared and teacher made, is used in classroom instruction.	4	3	2	1	0
18.	Instructional activities relate work in foreign language classes to work in other subject areas.	4	3	2	1	0
19.	Information about language-related career opportunities is made available to the students.	4	3	2	1	0
20.	Cocurricular activities (such as language clubs, festivals, banquets, weekend and summer camps, field trips, contests, foreign travel and study, and dramatic productions) are an integral part of the program and are available to all foreign language students.	4	3	2	1	0

21. Students are encouraged to correspond and exchange tapes with students from countries whose language they are learning. 4 3 2 1 0

D. Staff

Possible Score: 80 points

Self-Appraisal Score: _____ points

Circle appropriate response:

4 Very Satisfactory
3 Satisfactory
2 Borderline
1 Usually missing or needs improvement
0 Unsatisfactory or missing

1. Hold properly validated certificates for their teaching assignments. 4 3 2 1 0

2. Understand target language conversation of average tempo as well as lectures, news broadcasts, and similar forms of spoken discourse. 4 3 2 1 0

3. Speak the target language fluently, with correctness of vocabulary and grammar as well as authentic pronunciation and intonation. 4 3 2 1 0

4. Read mature target language prose and verse of average difficulty with direct and immediate comprehension. 4 3 2 1 0

5. Compose freely in the target language with clarity and correctness of vocabulary, idiom, and grammatical usage. 4 3 2 1 0

6. Have an in-depth awareness of similarities and differences between American culture and the culture of the people whose language is being taught. 4 3 2 1 0

7. Have traveled, studied, or resided in countries related to the languages they teach. 4 3 2 1 0

8. Have had thorough preparation in contemporary methods of foreign language teaching. 4 3 2 1 0

9. Have a systematic knowledge of the differences between the sound systems and grammatical structures of English and the target language, and apply this knowledge in planning for instruction. 4 3 2 1 0

10. Are aware of career opportunities available to persons proficient in foreign languages. 4 3 2 1 0

11. Are skilled in the use of visual and electronic instructional equipment. 4 3 2 1 0

12. Are able to help the librarian select appropriate print and nonprint foreign language materials. 4 3 2 1 0

13. Adapt content, materials, and methods of instruction to meet individual student needs, interests, abilities, and learning styles. 4 3 2 1 0

14. Employ a variety of instruments and procedures for measuring student aptitude, attitude, proficiency, and achievement. 4 3 2 1 0

15. Follow a plan for professional growth through:
    a. professional literature 4 3 2 1 0
    b. graduate course work 4 3 2 1 0
    c. participation in workshops and conferences. 4 3 2 1 0
    d. membership and active participation in foreign language professional organizations. 4 3 2 1 0

16. Share with colleagues professional information and ideas acquired at meetings, conferences, and workshops held outside the district. 4 3 2 1 0

17. Interpret the foreign language program to students, parents, counselors, school administrators, the board of education, and the community. 4 3 2 1 0

E. Curriculum

Possible Score: 60 points

Self-Appraisal Score: _____ points

Circle appropriate response:

4 Very Satisfactory
3 Satisfactory
2 Borderline
1 Usually missing or needs improvement
0 Unsatisfactory or missing

1. There is a current course of study for foreign languages prescribed by the board of education of the school district and approved by the State Board of Education. 4 3 2 1 0

2. The course of study constitutes an accurate description of the secondary foreign language program for purposes of providing information to school administrators, guidance counselors, parents, and other interested persons. 4 3 2 1 0

3. The course of study contains clearly defined objectives for each level of foreign language learning. 4 3 2 1 0

4. Goals and objectives of the foreign language program are realistic in terms of mastery levels that students can reasonably be expected to attain within the allotted time span and other limiting factors. 4 3 2 1 0

5. Objectives are directed at the progressive development of students'
   a. ability to understand the target language spoken at normal speed 4 3 2 1 0
   b. ability to communicate orally in the target language 4 3 2 1 0
   c. ability to read the target language for direct comprehension without translating 4 3 2 1 0
   d. ability to compose simple prose in the target language 4 3 2 1 0
   e. awareness of similarities and differences between American culture and that of the people whose language is being studied 4 3 2 1 0
   f. knowledge of selected literary, historic, and artistic achievements of the people whose language is being studied. 4 3 2 1 0

6. Objectives and content of advanced courses are diversified so as to permit student choices according to their individual needs, interests, and goals. 4 3 2 1 0

7. Objectives for the various levels of instruction are effectively articulated to provide a sequential progression of skills and knowledge from level to level. 4 3 2 1 0

8. The foreign language course of study is formally revised at least every five years. 4 3 2 1 0

9. The foreign language program is reviewed annually, using current data and criteria such as this checklist, and needed revisions are made accordingly. 4 3 2 1 0

10. Foreign language staff members have an opportunity to participate actively in curriculum review and development. 4 3 2 1 0

F. Facilities and Equipment

Possible Score: 72 points

Self-Appraisal Score: _____ points

Circle appropriate response:

4 Very Satisfactory
3 Satisfactory
2 Borderline
1 Usually missing or needs improvement
0 Unsatisfactory or missing

1.	Foreign language classrooms contain:	
	a. sufficient space and seating to accomodate the enrollment in classes	4 3 2 1 0
	b. ample chalkboard and bulletin board space	4 3 2 1 0
	c. accomodations for use of audiovisual equipment, including projection screens and opaque blinds.	4 3 2 1 0
2.	Acoustical properties of classrooms facilitate rather than inhibit listening comprehension in an unfamiliar language.	4 3 2 1 0
3.	Rooms are located away from noisy areas of the building (e.g., auditorium, gymnasium, cafeteria, industrial arts shops, and music practice rooms).	4 3 2 1 0 4 3 2 1 0
4.	Classroom space and seating accomodations are adaptable to a variety of instructional activities.	4 3 2 1 0
5.	Ample storage space for instructional materials, equipment,and supplies is centrally located for the department or contained in classrooms.	4 3 2 1 0
6.	A variety of instructional equipment, together with supporting media service personnel, is available to meet the needs of the foreign language program.	4 3 2 1 0
7.	Instructional materials are selected for their appropriateness in meeting specific course goals as well as students' differential needs, interests, and learning modalities.	4 3 2 1 0
8.	Materials available to staff and students include:	
	a. textbooks and textbook-correlated materials such as tapes, teachers' guides, tests, workbooks and visual aids.	4 3 2 1 0
	b. newspapers and other periodicals appropriate for the student age group	4 3 2 1 0

c.	videotapes, slides, films, filmstrips, and transparencies	4 3 2 1 0
d.	dictionaries, encyclopedias, and other reference works appropriate for the student age group	4 3 2 1 0
e.	wall maps, charts, posters, learning games, and realia from the target culture	4 3 2 1 0
f.	tape and disc recordings of literary, musical, and informational selections	4 3 2 1 0
g.	professional publications, periodicals, and other materials for teachers	4 3 2 1 0
9.	All materials are listed in an up-to-date catalog and are readily available to teachers.	4 3 2 1 0
10.	All equipment and materials are maintained in a good state of repair and replaced when outworn or outdated.	4 3 2 1 0

G. Evaluation

Possible Score: 44 points

Self-Appraisal Score: _____ points

Circle appropriate response:

4 Very Satisfactory
3 Satisfactory
2 Borderline
1 Usually missing or needs improvement
0 Unsatisfactory or missing

1.	Evaluation procedures are designed to measure student progress toward attainment of the stated objectives of the foreign language program.	4 3 2 1 0
2.	Students' mastery of all objectives specified in the course of study is evaluated.	4 3 2 1 0
3.	A variety of evaluative procedures is used to measure student learning.	4 3 2 1 0
4.	Basic evaluation criteria and procedures are clearly explained to students.	4 3 2 1 0
5.	Evaluation of the four skills (listening, speaking, reading, and writing) is in direct proportion to the instructional emphasis each receives.	4 3 2 1 0
6.	In addition to their knowledge about the structure of the target language, students' skills in using the language for effective communication are systematically evaluated.	4 3 2 1 0

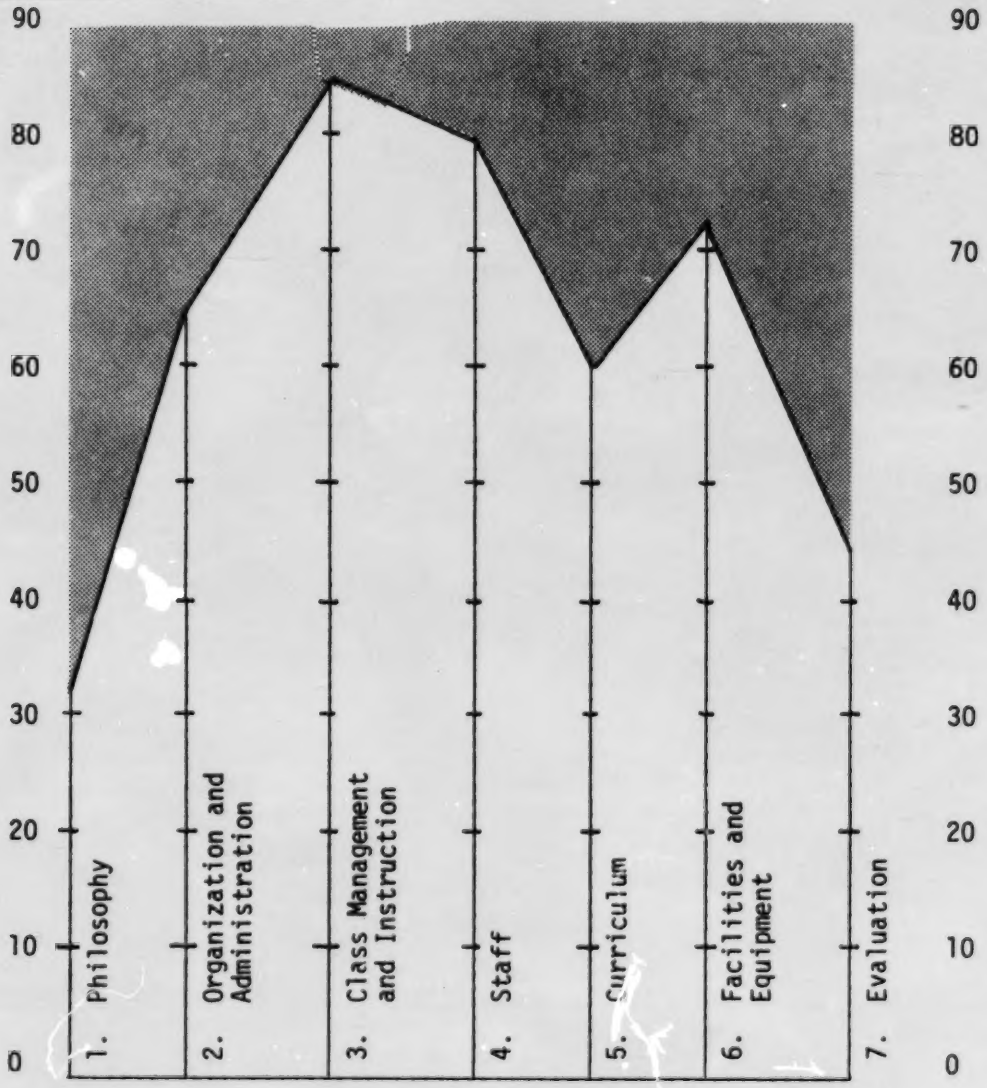
7.	Students' knowledge of both "formal" culture and "deep" culture is evaluated.	4	3	2	1	0
8.	Evaluative procedures approximate real situations in the target language and culture.	4	3	2	1	0
9.	Students are helped to evaluate their own progress.	4	3	2	1	0
10.	Students are encouraged to evaluate the effectiveness of instruction and of the foreign language program.	4	3	2	1	0
11.	Various standardized tests are used to help determine student aptitude, achievement, and proficiency.	4	3	2	1	0

SUMMARY OF SCORES

	Possible Score	Self-Appraisal Score
A. Philosophy	32	_____
B. Organization and Administration	64	_____
C. Class Management and Instruction	84	_____
D. Staff	80	_____
E. Curriculum	60	_____
F. Facilities and Equipment	72	_____
G. Evaluation	44	_____
Totals	436	_____

SCORE COMPARISON CHART

The dots and connected lines on the graph below indicate the highest possible summary of scores. Chart your self-appraisal score to determine strong and weak areas of your school's secondary foreign language program.



SUMMARY OF NEEDED IMPROVEMENTS

1. Philosophy

2. Organization and Administration

3. Class Management and Organization

4. Staff

5. Curriculum

6. Facilities and Equipment

7. Evaluation

34

V

Available Resources

V. List of Available Resources

(Feel Free To Comment)

A. Within the school, example: maps, AV equipment, realia, periodicals, labs, films, etc.

B. Outside the school, example: museums, resource people, trips, fairs, etc.

VI

Needs and Recommendations

VI. Needs and Recommendations

(In this section, consider your local needs and whatever recommendations you feel are necessary for the improvement of your foreign language program. Please refer to sections IV and V to assist you with completion of this section. Use additional sheets of paper as necessary.)

A. Physical
B. Staffing
C. Materials/Resources/Equipment
D. Program Changes
E. Other

VII

Teacher Checklist of Essential Skills

VII. Teacher Checklist of Essential Skills for use with Students by Course

(These will be based on skills already identified in Section III B 3.)

A. (Example) Spanish I, French I, Latin I, etc.

1.

2.

3.

etc.

B. (Example) Spanish II, French II, Latin II, etc.

1.

2.

3.

etc.

C.

1.

2.

3.

etc.

40

VIII

Program Description

41

VIII. Program Description

Write a brief course description of each foreign language course offered in your program. This will be something suitable for use with pre-enrollment, for use with students, parents, counselors and others. The examples which are given are simply to prompt your thinking.

Example 1: Junior High/Middle School

Spanish: Communication is our goal, and the key to communication is understanding. Our approach is primarily audio-lingual which stresses hearing, comprehension, and speaking. Self-expression in the language is encouraged. (Prerequisites: None)

Example 2: German II

Prerequisites: German I

German II furthers the skills begun in German I with emphasis on spoken communication. It includes a review of basic grammar with an introduction to more advanced forms. A study of and participation in German culture is continued.

Appendix

APPENDIX A

Foreign Language*

The foreign language program of a school may include both classical and modern languages. The reasons for studying languages are varied: among them, occupational, cultural and esthetic. Our society needs many people who have facility in another language.

The study of language provides insight into the cultures of other societies which no other curriculum area can quite match, thus allowing our greater appreciation and knowledge of other peoples. In addition, language study allows insight into the linguistic and cultural heritage of our own country derived from both Eastern and Western hemispheres, and from Latin and Greek foundations.

A foreign language program must be based on progressive acquisition of linguistic skills; thus, programs must be carefully articulated between various levels of schooling. The study of language should begin in the third grade, for at this age a child is already literate in his mother tongue, yet he is still young enough to enjoy talk for its own sake, to imitate new sounds, and to accept and use new expressions without feeling an undue urge to make comparisons with the mother tongue.

BEST STANDARDS

Foreign language learning opportunities begin at the third grade and continue uninterrupted through high school.

Curriculum materials for foreign language at the elementary level must be based on descriptive linguistics, psychology of learning, and cultural anthropology.

The basic course curriculum emphasizes the sound system of the new language, the types of sentences found frequently in face-to-face communication, practice in basic dialogues and the basic skills of listening and speaking. Cultural awareness is introduced and pursued.

The curriculum at the junior high school level continues to build on that of the basic level with more attention paid to acquiring vocabulary and expanded dialogue.

After completion of basic courses in language, a student is able to repeat the content of a brief incident as he hears it, participate in basic conversations, read aloud a printed text or write it from dictation, rewrite a simple narrative making changes in time or point of view, do orally and in writing a wide variety of exercises that involve changes in number, gender, word order, tense, replacement, negation, interrogation, command, request, comparison, or possession.

Since language learning is sequential and cumulative, there must be carefully planned articulation between the language program at various levels.

The curriculum beyond the basic course concentrates on advanced grammar and syntax, idiomatic expressions, increased cultural content, lengthly oral exploration, and emphasis on writing.

At the end of intermediate level courses a student is able to be in control of all the elements of the sound system, recognize and use those patterns of expression most frequently found in face-to-face exchange, comprehend through listening and reading any subject matter comparable in content and difficulty to what he has learned, to write all that he can say, to converse in simple language about brief samples of cultural and literary prose.

At the end of an intermediate-advanced level course sequence a student is able to demonstrate a continued accurate control of the sound system and a wider acquaintance with the types of utterances that are characteristic of spoken language, understand through listening a variety of texts prepared for comprehension by the ear, write from dictation a text he has previously studied, and comprehend through reading all but the low-frequency patterns of syntax and the unusual vocabulary in printed texts of reasonable difficulty.

At the advanced level a student is able to read aloud any non-familiar text, write from dictation passages of literary prose, converse with a fluent speaker, read a text and in writing summarize its content and comment on its ideas, and receive oral instructions about assignments.

Language is a skill but among the most complex that man possesses. Satisfactory performance in the above skills, therefore, takes time, continual exposure and practice. The best foreign language programs provide these.

***From the Oklahoma Foreign Language Teachers Association.**

The above is taken from a publication printed and distributed by the Oklahoma Education Association titled: Better Educational Standards Today. N.D.

APPENDIX B

A CHECKLIST FOR NOVICE TEACHERS

Rate your competency in each area:

from: Utah Language Quarterly
Vol. II, number 4, Fall 1977

(+) The statement is true all the time.
(-) I need to improve in this area.

I. Learning Situation

SA-1: Personal Relations* *SA = Skill Area

___1. I have established good eye contact with my class. I do not teach over their heads, to the blackboard or to one individual

___2. I am aware that I am (right, middle, left) of classroom oriented and tend to teach predominantly to this one area of the classroom. I make conscious effort at all times to distribute the attention that I pay to all students equally.

___3. I divide my students into work groups in a principled fashion. I recognize that work groups should be of different sizes and compositions varying with the objective of the group.

SA-2: Physical Environment

___4. I vary the seating arrangment of my class to suit the hour's activity.

___5. At the beginning of each class period and at intervals during the period, I consider the physical comfort of the room, the temperature and the lighting, and evaluate its adequacy.

___6. I plan ahead for special materials or equipment and have them set up before class begins.

SA-3: Culture/Curriculum

___7. I plan curriculum with the cultural background(s) of my students in mind since experiences which can be considered "common" vary with culture.

___8. I am aware that cultural differences affect the learning situation and strive for an atmosphere of harmony and mutual respect.

SA-4: Stimulus

___9. My handwriting on the blackboard is clear and legible from all locations in the classroom. It is large to accommodate students with vision impairments. I (print, write in cursive) because it is easier for others to read.

___10. My speaking voice is clear and strong enough to be heard in all parts of the classroom. I enunciate clearly.

___11. I vary the type of drills and exercises used in one class period. I alternate rapid and slow paced drills, choral and individual participation, to keep up maximum interest level in class.

___12. I recognize that one explanation is not sufficient for all the students in my class and I am always prepared with an alternative exlanation, model or description.

II. Readiness

SA-5: Sensory-motor/Health

___13. I have identified students with visual or aural impairments, and have seated them as close to the blackboard and to my usual teaching position as possible.

___14. I begin my class with a simple but rapid drill to wake the students up and get them working.

___15. I am aware that my students have an attention span which varies from day to day depending on their health and outside distractions. I pace my drills and class activities to accommodate their strengths. I don't continue on with a drill or exercise which has already exhausted or bored them.

___16. I am sensitive to the fact that individual students have their bad days. I don't press a student who is incapable of performing at his usual level.

___17. I am quick to challenge a student who is at his best.

SA-6: Scholastic Aptitude

____18. I am aware that some students are eye-minded, some are motor receptive and others are audio-receptive. Any one student may learn predominantly through one of the four classes of exercises: visual, aural, oral, mechanical. I provide models, examples and drills maximizing learning aptitudes in each of these areas.

SA-7: Self-concept

____19. I have a good time while I'm teaching -- on most days.

____20. I treat my students with the same respect that I expect them to show me.

____21. I plan activities which will give shy students an opportunity to participate.

III. Ideation

SA-8: Perception

____22. I never present a drill or exercise without being able to explain the purpose of the drill and how it relates to the rest of my unit or program.

____23. I am familiar with basic concepts in memory process, and make use of active techniques such as backward buildup and association to aid students in rapid skill acquisition.

SA-9: Cognition

____24. I present adequate set-up for the kind of thinking I want to encourage: factual, inferential, inductive, deductive, objective, subjective.

IV. Trial

SA-10: Transfer

____25. When presenting a skill or concept, I make the student aware of its applications to various situations and help the student form workable principles and generalizations.

____26. I drill (practice) a new skill or concept long enough to make retention and future application possible.

SA-11: Mode of Work

____27. I provide my students with study guides to help them study through a sequence of activities which build progressively.

____28. I use both discovery strategies and command techniques in prompting study activities.

____29. I keep up to date on new techniques in my field knowing there is no one right way to teach.

____30. I observe as many different people teaching as I can so that I will have many ideas for teaching any one point in my bag of tricks.

V. Feedback

SA-12: Affective Reinforcement

____31. I make a point of telling a student that he has done well, but I don't let praise become mechanical.

SA-13: Informational Reinforcement

____32. In my zeal in presenting subject matter, I do not forget that my pace must always be flexible. I am always searching for and receptive to subtle student cues which demonstrate their understanding of the lecture in point.

____33. I finish my class period with either a short informal quiz or a few oral questions which will review the new concepts presented during the class period and give the student an immediate evaluation of his understanding of those concepts.

____34. My tests are well planned and produced. They set an example of careful scholarly work for my students to follow.

____35. I make my grading system clear to my students so that there are no misunderstandings.

SA-14: Problem Solving

____36. I keep in mind that success in my class is not the goal. My objective is to equip students with the skills they will need to solve problems in the future.

APPENDIX C

A FOREIGN LANGUAGE "OPINION" POLL

An Evaluation Instrument by Ann Martinmaki
Wm. A. Wirt High School, Gary, Indiana

Please give your honest opinions. You may make additional comments and suggestions at the end. It is not necessary to sign your name, but you may do so if you wish. Your answers will not affect your grade in any way, but thoughtful answers will influence next year's foreign language classes.

	Yes	No	(a) Sometimes (b) I don't care
1. I know the names of everyone in my FL class.			
2. I have worked with someone I didn't know before this year.			
3. I'm happy when other people in the class do a good job.			
4. I think the rest of the class is happy when I do well.			
5. The teacher favors me or my group.			
6. The teacher favors another person or group. (Who?)			
7. I pay attention when the teacher is explaining something.			
8. I ask questions when I don't understand.			
9. The teacher tries to answer my questions.			
10. The teacher is annoyed when I ask questions about the work the class is doing - when I've been paying attention.			

Please rate the following class activities. (1, 2, 3, 4, 5) In scale A, number one should be the activity you liked best; number five, the activity you liked least. In scale B, number one should be the activity you learned the most from; number five the one you learned the least from.

I. Oral	Prefer A	Results B
a. Repeating after teacher or tape		
b. Repeating after tape in lab		
c. Answering questions/doing drills		
d. Listening to the FL and answering multiple choice items		
e. Saying sentences about filmstrip from memory		
f. Talking about the review pictures I've found or drawn		
g. Making up skits		
h. Making up stories about pictures I've found or drawn		
i. Talking about specific topics in small groups		
j. Stating my feelings and opinions		
k. Other (Explain)		
II. Reading and Writing		
a. Reading along silently while a passage is being read		
b. Reading something that has already been explained orally		
c. Reading new material to find specific information		
d. Reading something that another student has written		
e. Writing answers to questions on a reading selection		
f. Writing answers to grammar exercises		
g. Writing summaries of paragraphs		
h. Writing descriptions of people or places		
i. Writing stories about pictures		
j. Other (Explain)		
III. Organization		
a. Working in the book with the teacher		
b. Working alone or in groups on assignments from the text		
c. Working alone or in groups on skits or stories		
d. Using FL sources to obtain information on a specific topic		
e. Playing games in the FL		
f. Explaining things to others in the FL		
g. Other (Explain)		
IV. Goals		
a. Understanding spoken FL		
b. Pronouncing the FL correctly		
c. Talking about topics studied in the FL		
d. Talking about my own interests in the FL		
e. Learning about foreign speaking people		
f. Reading the foreign language literature		
g. Reading magazines and newspapers in the FL		
h. Writing to a penpal		
i. Reading about one of my interests. Specify.		
j. Writing about a certain topic. Specify.		
k. Translating		
l. Using the FL at work		
m. Passing a college placement test		
n. Other (Explain)		

The change I would most like to make in the foreign language class is:

because:

from: The Indiana University
Dialog. Vol. XI, No. 3
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